

Grade 1 Science

Lesson: 3-21

Unit: Daily and Seasonal Changes

Topic: Human Prep for Seasonal Change

Lesson

2 Explain task to students

→ Small groups (~3)

→ Given a picture

→ Discuss the following:

How could we make it easier to do this all year?

What is happening in the picture?

What seasons do we normally do this activity?

What have we done to let us do the activity in other seasons?

→ Rotate to new picture WHEN TOLD

→ Discuss again

* one station is video → stress no tech

- Make groups, provide picture

- After 3~4 minutes rotate pictures → Explain rotation path

- When all groups have had all pictures, bring group together

- Discuss ~~results~~ ideas

- Brainstorm other things humans do to allow different activities during off-season

Talk about skiing in Dubai

Reminders

* Put questions up in room on large paper

Supplies Needed

- Pictures

- Questions on chart paper

- Computer → Ski Dubai videos

Homework

Notes

Grade 1 Science

Lesson: ²²3-~~4~~

Unit: Daily and Seasonal Changes Topic: Energy Use Through Seasons

Lesson

- Sit in circle on the carpet
- Show students a picture → What is this?
→ When/Why would you need it?
→ How does it help?
- Discuss each answer with students as a group
- Send students back to tables
- Give each group a copy of gas bill
→ point out area where usage is tracked
→ ask groups to look at graph and try to figure it out
- After a while, ~~→ After a while~~ discuss graph and meanings
- Discuss why we need more gas in winter
- Discuss other things we use → water/electricity, and their peak seasons
- Hand out test note → put in agenda

Reminders

Supplies Needed

- Pictures
- Gas bills

Test Note

Homework

Notes

Rain coat
umbrella
furnace
AC

Tugue
shovel
rake



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Grade 1 Science

Lesson:

3-EE

Unit:

Daily and Seasonal Changes

Topic:

Temperature HW Discuss.**Lesson**

- Today students should have their HW sheet with them.
 - Talk about thermometer use
 - time needed
 - difficulty reading
 - big changes?
 - Talk about answers to questions → why might answers be different amongst students (shade, direction etc)
 - How would your answers/values be different if done in the summer?
 - In pairs, choose one day and make graph for it
 - Do example first, show labelling
 - Cycle and talk ~~about~~ students about their graph
- * could do w blocks

Reminders**Supplies Needed****Homework****Notes**

* This lesson will be run out of order because there is only one class set of thermometers.

Grade 1 Science

Lesson: 3-24

Unit: Daily and Seasonal Changes

Topic: Organize/Finish Up

Lesson

- Hand out Folders
- Help ^{student} organize Folders by putting all papers in order
 - ① Title Page / Vocab
 - ② Sequences and Cycles
 - ③ Day and Night
 - ④ The sun throughout the day
 - ⑤ Seasons
 - ⑥ The Days and Months / My Seasonal Pattern
 - ⑦ Animal Adaptations / Plant Changes in
- Staple pages for students
- Place answer keys to all worksheets around the room
- Students cycle through room and check all answers
- Hand out test note → have students look through worksheets for answers (do as class?)
~~Students take papers~~
- If need extra, let students look through pictures from unit and discuss

Reminders

Supplies Needed

- Extra worksheets
- Pictures from unit?
- Answer keys
- Test note
- stapler

Homework

do days 3-21

Notes

- Put list on chart paper

Finish up

Grade 1 Science

Lesson: ²⁵ 3-~~24~~

Unit: Daily and Seasonal Changes

Topic: Review

Lesson

- Play a variety of games to review material for test next class (use test and review sheet as guideline).

① True/False → Put "T" and "F" signs on wall
→ Read a sentence
→ Students move to their answer

* ask "why did you choose -?"

② Sequencing → small groups
→ give scenario
→ students make sequence
→ share

③ Short answer → make multiple teams
→ ask questions
→ team talks
→ Captain says answer when requested

← animal + plants
← easy one
← adaptation

Reminders

Supplies Needed

- "T" and "F" signs
- list of questions

Homework

Notes

Review

Grade 1 Science

Lesson: 3-26

Unit: Daily and Seasonal Changes

Topic: Unit Test

Lesson

- Review test expectations
 - quiet
 - eyes on own test
 - ask questions if needed
 - listen carefully as I read questions
- Hand out tests and ask students to wait
- Inform students that all questions will be read orally.
- Discuss T/F procedure
- Read questions multiple times, cycling to insure it is being done properly
- Conference with students as they finish

Reminders

Supplies Needed

- Tests

Homework

Notes

- * Get parent volunteer to help scribe if possible

Test